St Agnes' Catholic Primary School



Early Years Policy

Date of policy review: September 2026

Next review: September 2029

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Statement of intent

Our school mission statement pervades every aspect of school life and can be seen as a reality in our interactions with each other

'**The family of St Agnes Loves, learns and grows together as followers of Jesus'.**

Together, we strive to ensure that everyone in our school community is given the nurture, encouragement, knowledge and skills to enable success whilst at St Agnes' and equip them for the next stage of their educational career and as responsible citizens of the future.

This is achieved through our exciting and ambitious curriculum; providing access to a diverse array of enrichment activities; and by fostering a supportive learning environment through our caring and skilled staff team, inspiring each child in their educational journey.

We are proud of our holistic and inclusive approach to learning, along with our commitment to promoting positive emotional well-being and mental health for all.

We understand that each child is an individual and as such we get to know each member of our school exceptionally well while keeping Christ at the centre of all we do.

At St Agnes', we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's behaviour policy and are taken seriously.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.

- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

1.1 Legislation

This policy has regard to relevant legislation, statutory guidance and regulatory requirements, including, but not limited to:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Education Act 2002
- Children Act 1989 and Children Act 2004
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Human Rights Act 1998
- Early Years Foundation Stage (Welfare Requirements) Regulations 2012
- Early Years Foundation Stage (Learning and Development Requirements) Order 2007
- Relevant legislation relating to Disclosure and Barring Service (DBS) checks and safer recruitment.

1.2 Statutory frameworks and guidance

This policy has due regard to the following statutory frameworks and guidance, as amended and updated from time to time:

- Department for Education (2026), Early years foundation stage statutory framework for group and school-based providers, effective from 1 September 2026
- Department for Education (2026), *Keeping children safe in education 2026*.
- Department for Education (2026), *Working together to safeguard children 2026*.
- Home Office (2023), *Prevent duty guidance: England and Wales*.
- Relevant guidance and procedures issued by the local safeguarding partners.
- Relevant Ofsted guidance and requirements.
- Information sharing to safeguard children and young people statutory guidance (DfE, 2026)

1.3 Related school policies

This policy should be read in conjunction with the following school policies and procedures:

- Assessment Policy
- Early Years Handbook
- Attendance Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy, including safer recruitment

- Allegations of Abuse Against Staff Policy
- Online Safety Policy
- Mobile Phone, Camera and Electronic Devices Policy
- Equalities Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection and Information Security Policy
- Complaints Procedure
- Whistleblowing Policy
- Educational Visits/Outings Policy, where applicable

2. Roles and responsibilities

2.1

The governing body has overall responsibility for ensuring that the school has effective policies and procedures in place to safeguard children. These include arrangements for responding to safeguarding concerns about a child, the use of mobile phones, cameras and other electronic devices capable of taking or sharing images, and staff safeguarding training requirements. These matters are addressed in this policy and in further detail in the school's Child Protection and Safeguarding Policy, Online Safety Policy and other relevant policies and procedures.

2.2

The governing body has overall responsibility for ensuring that effective procedures are in place in the event that an allegation is made against a member of staff or volunteer. These matters are addressed in the school's Allegations of Abuse Against Staff Policy and Child Protection and Safeguarding Policy.

2.3

The governing body has overall responsibility for ensuring the effective implementation and regular review of this policy.

2.4

The governing body has responsibility for ensuring that this policy promotes equality of opportunity and does not discriminate unlawfully on the basis of any protected characteristic.

2.5

The governing body has responsibility for handling complaints relating to this policy, in accordance with the school's Complaints Procedure.

2.6

The EYFS Lead, in conjunction with the Headteacher and other relevant staff, has responsibility for the day-to-day implementation and management of this policy.

2.7

All staff, including teachers, support staff, volunteers and, where applicable, students and trainees, are responsible for familiarising themselves with and following this policy and the related school policies and procedures.

2.8

All staff, including teachers, support staff and volunteers, are responsible for remaining alert to signs that a child may be at risk of harm or may have additional needs and for reporting any concerns promptly in accordance with the school's Child Protection and Safeguarding Policy and safeguarding procedures.

3. Aims

3.1

Through the implementation of this policy, we aim to:

- Give each child a happy, positive and secure start to their school life, establishing a strong foundation for a love of learning.
- Enable each child to develop across all areas of learning and development and to make progress from their individual starting points.
- Support children to develop independence, resilience, confidence and positive attitudes to learning within a secure and nurturing environment.
- Support children in developing positive relationships and social skills, including cooperation, communication and sharing.
- Work in partnership with parents and carers to understand and meet each child's individual needs and support them to reach their potential.
- Promote equality of opportunity and ensure that all children are included and supported to participate fully in the EYFS.

3.2

Four guiding principles shape our practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents and/or carers.
- Children develop and learn in different ways and at different rates.

3.3

To put these principles into practice, the school:

- Provides a balanced curriculum that takes account of children's different stages of development, individual needs and interests.
- Promotes equality of opportunity, inclusion and anti-discriminatory practice.
- Works in partnership with parents and carers.
- Plans challenging and engaging learning experiences based on individual needs, interests and stages of development, informed by appropriate observation and assessment.
- Implements a key-person approach where required, including within the nursery provision, to help children form secure relationships and ensure that their individual needs are recognised and supported.
- Provides a safe, secure and stimulating learning environment.
- Supports children's communication and language, physical development, and personal, social and emotional development, alongside the other areas of learning and development set out in the EYFS statutory framework.

4. Learning and development

4.1

The EYFS curriculum is based on a secure understanding of each child's individual needs, interests, experiences and stage of development. Practitioners use observation, assessment and professional knowledge to plan and provide learning experiences that support children to make progress from their individual starting points.

4.2

In partnership with parents and/or carers, the school promotes the learning and development of every child, supporting them to develop the knowledge, skills and understanding they need for success in the next stage of their education and throughout life.

4.3

There are seven areas of learning and development that shape the educational programmes provided in the EYFS. The seven areas are divided into three prime areas and four specific

areas. All seven areas are interconnected and important. The prime areas are particularly important for building a strong foundation for learning and development.

4.4

The three prime areas of learning and development are:

- **Communication and language**
  - Listening, attention and understanding
  - Speaking
- **Physical development**
  - Gross motor skills
  - Fine motor skills
- **Personal, social and emotional development**
  - Self-regulation
  - Managing self
  - Building relationships

4.5

The four specific areas of learning and development are:

- **Literacy**
  - Word reading
  - Comprehension
  - Writing
- **Mathematics**
  - Numbers
  - Numerical patterns
- **Understanding the world**
  - Past and present
  - People, culture and communities
  - The natural world
- **Expressive arts and design**
  - Creating with materials
  - Being imaginative and expressive

4.6

The school provides a balance of adult-guided and child-initiated learning experiences. Activities and experiences are planned in response to children's individual needs, interests, developmental stages and prior learning, providing appropriate challenge and opportunities for children to explore, practise and apply their knowledge and skills.

4.7

Practitioners monitor children's learning, development and progress across all seven areas of learning. Where there are concerns about a child's development or progress, these will be discussed with the child's parents and/or carers and relevant EYFS staff. The school will consider whether the child may have special educational needs or a disability and will provide appropriate support in accordance with the school's SEND policy. Advice will be sought from the EYFS Lead and, where appropriate, the SENCO and other relevant professionals.

4.8

The school takes reasonable steps to provide opportunities for children who speak English as an additional language (EAL) to use their home language in play and learning, while also providing opportunities for them to develop their English language skills.

Where there are concerns about a child's communication and language development, the school will work in partnership with parents and/or carers to understand the child's development in their home language and in English, as well as their previous experiences. The school will consider the child's development in the context of their individual circumstances and will not assume that limited English proficiency indicates a language delay. Where appropriate, advice will be sought from the SENCO and relevant specialist professionals.

4.9

The school recognises that play is essential to children's development. Children learn through leading their own play and through play and learning experiences guided by adults. Practitioners provide opportunities for children to explore, investigate, practise skills, solve problems, develop ideas and make connections through purposeful play and learning experiences.

4.91

Practitioners respond to children's emerging needs and interests and use warm, positive interactions to support learning and development. They adapt their practice to take account of children's different rates of development and provide appropriate support, challenge and encouragement.

4.92

The school plans and provides learning experiences with regard to the three characteristics of effective teaching and learning:

- **Playing and exploring** – children investigate and experience things and "have a go".

- **Active learning** – children concentrate, keep on trying when they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

4.93

Practitioners use their knowledge of child development, observation and assessment to inform planning and teaching. Assessment is used to identify children's strengths, interests and areas for development and to ensure that teaching and learning experiences build appropriately on what children already know and can do.

4.94

Further information regarding the implementation of the EYFS curriculum, teaching and learning, observation and assessment is set out in the school's Teaching and Learning Policy, Assessment Policy and Early Years Handbook.

5. Inclusion

5.1

The school values every child as a unique individual and promotes equality of opportunity, inclusion and positive outcomes for all children, irrespective of ethnicity, culture, religion, home language, background, ability, sex or any other protected characteristic.

5.2

The EYFS curriculum is planned and adapted to meet the individual needs, interests, experiences and developmental stages of each child. Practitioners recognise that children develop at different rates and provide appropriate support, challenge and encouragement to enable every child to make progress from their individual starting point.

5.3

The school's Equalities Policy supports the EYFS by ensuring that children are not discriminated against on the basis of a protected characteristic and that equality of opportunity is promoted throughout the setting.

5.4

The school's Special Educational Needs and Disabilities (SEND) Policy sets out arrangements for identifying and supporting children with SEND. The school works in partnership with parents and/or carers to identify children's needs and provide appropriate support and reasonable adjustments so that children can participate fully in learning and development.

5.5

The SENCO has responsibility for coordinating SEND provision across the school and works closely with the EYFS Lead, class teachers, practitioners, parents and/or carers and relevant external professionals. Children's needs are identified as early as possible and appropriate action is taken in accordance with the school's SEND policy.

6. The learning environment and outdoor spaces

6.1

The indoor learning environment is organised to provide a safe, secure, stimulating and inclusive environment in which children can explore, play, develop independence and learn. Resources and activities are accessible and appropriate to children's individual needs and stages of development.

6.2

Children have regular access to a secure outdoor learning and play environment. Outdoor provision forms an important part of the EYFS curriculum and provides opportunities for children to develop physically, socially and emotionally, and to explore, investigate and learn about the world around them.

Outdoor activities are planned and managed in accordance with the school's health and safety procedures and appropriate risk assessments. Where weather or other circumstances create an unsafe environment, appropriate measures will be taken to protect children while continuing to provide suitable opportunities for physical activity and learning wherever reasonably practicable.

6.3

Suitable toilet and handwashing facilities are available for children in the EYFS. Facilities are maintained in a clean, safe and hygienic condition and are appropriate to the age and needs of the children.

7. Assessment

7.1

Assessment is an integral part of the EYFS and is used to understand children's learning, development, strengths, interests and individual needs. Practitioners use assessment to inform teaching, plan appropriate learning experiences, identify where additional support may be required and monitor children's progress.

7.2

Parents and/or carers are kept informed about their child's learning, development and progress and are encouraged to contribute information about their child's interests, experiences and development. Practitioners work in partnership with parents and/or carers to identify and respond to any emerging learning or developmental needs.

7.3

Practitioners use ongoing formative assessment, including observation and professional knowledge, to understand what children know, understand and can do. Assessment is used to identify children's strengths, interests and areas for development and to inform future teaching and learning. Assessment is not used unnecessarily to record information that does not contribute to children's learning or development.

7.4

Assessment approaches are adapted where appropriate to meet the individual needs of children with SEND or other additional needs. Reasonable adjustments are made where necessary to enable children to participate fully and demonstrate what they know and can do.

7.5

The school completes all statutory EYFS assessments and follows the relevant Department for Education requirements for assessment and reporting. Further information about assessment procedures is set out in the school's Assessment Policy, Teaching and Learning Policy and Early Years Handbook.

8. Safeguarding and welfare

8.1

The school takes all necessary steps to keep children safe and well and to promote their health, safety, wellbeing and welfare. Safeguarding is the responsibility of everyone working in the EYFS.

8.2

The school has and implements safeguarding and child protection policies and procedures that meet the requirements of the EYFS statutory framework and relevant statutory guidance. Any safeguarding or welfare concern is dealt with promptly in accordance with the school's Child Protection and Safeguarding Policy and local safeguarding arrangements.

8.3

The Designated Safeguarding Lead (DSL) is Mrs O'Reilly. The DSL has lead responsibility for safeguarding and child protection and is responsible for liaison with local statutory children's services agencies and the Local Safeguarding Partners, as appropriate.

8.4

The Deputy Designated Safeguarding Leads are Mrs Gale and Mrs Breslin. They support the DSL in carrying out their safeguarding responsibilities and undertake the duties of the DSL when required.

8.5

The DSL and Deputy DSLs work in accordance with the school's Child Protection and Safeguarding Policy, Keeping Children Safe in Education, Working Together to Safeguard Children and the relevant local safeguarding arrangements.

8.6

The school ensures that appropriate arrangements are in place for safeguarding responsibilities to be carried out when the DSL is absent. The Deputy DSLs are appropriately trained and able to act on safeguarding concerns without delay.

8.7

The DSL and Deputy DSLs undertake appropriate safeguarding and child protection training and receive regular updates to maintain the knowledge and skills required to carry out their roles effectively. The school ensures that safeguarding training is refreshed in accordance with statutory guidance and local safeguarding arrangements.

8.8

All staff, volunteers and other adults working with children receive appropriate safeguarding and child protection training as part of their induction and ongoing professional development. Training enables staff to understand the school's safeguarding policies and procedures, recognise signs of abuse, neglect and exploitation, identify children who may need early help or protection, understand how to respond to concerns and know how to report concerns without delay.

8.9

All practitioners are alert to any issues of concern in a child's life, including concerns that may arise at home or elsewhere. Staff understand that safeguarding is everyone's responsibility and must report concerns promptly to the DSL or Deputy DSL in accordance with the school's safeguarding procedures.

8.91

The school maintains written safeguarding policies and procedures covering, where applicable:

- the action to be taken when there are safeguarding concerns about a child;
- the action to be taken when an allegation is made against a member of staff or volunteer;
- the use of mobile phones, cameras and other electronic devices with imaging or image-sharing capabilities;
- procedures for checking the suitability of new recruits;
- safeguarding training and support for staff;
- whistleblowing procedures; and
- information sharing and record keeping in relation to safeguarding concerns.

8.92

The school will notify Ofsted of allegations of harm by any person living, working or looking after children on the premises where notification is required by the EYFS statutory framework and relevant Ofsted guidance.

8.93

The school promotes positive behaviour and respectful relationships between children, staff, parents and visitors. Violence, threatening behaviour, abuse or harassment will not be tolerated. Any concerns about inappropriate behaviour by parents, carers or visitors will be managed in accordance with the school's relevant behaviour, safeguarding and site-management procedures.

9. Mobile phones, cameras and electronic devices

9.1

For the purposes of this policy, references to mobile phones and electronic devices include personal mobile phones, smart watches, tablets, cameras and any other personal electronic device capable of taking, recording, storing or sharing photographs, videos or other images.

9.2

The school maintains a mobile-phone and electronic-device-free environment for children and staff during the school day, subject to limited exceptions set out in this policy. The use of mobile phones, cameras and other electronic devices with imaging or image-sharing capabilities is also addressed within the school's Child Protection and Safeguarding Policy, Online Safety Policy and Data Protection Policy.

9.3 Use of personal mobile phones and devices by staff

Staff must not use personal mobile phones, cameras or other personal electronic devices for personal purposes during the school day when working with or in the presence of children.

9.4

Personal mobile phones and other personal electronic devices must be switched off or placed on silent and securely stored away from children while staff are working with children.

9.5

Staff may access personal mobile phones during designated breaks only in areas where children are not present and in accordance with the school's whole-school mobile-phone policy.

9.6

Personal mobile phones and electronic devices must never be used to photograph, film, record or otherwise capture images or audio of children.

9.7

Personal devices must not be used to communicate with children or parents/carers about school matters. Staff must use school-approved communication systems and school devices for professional communication.

9.8

Staff may carry an appropriate mobile phone or other communication device during educational visits or off-site activities where this is necessary for safeguarding, communication or emergency purposes. Such devices must not be used to photograph or record children.

9.9

In an emergency, staff may use a personal mobile phone where this is necessary to protect a child, obtain emergency assistance or address an immediate safeguarding or health and safety concern. Any such use must be reported to the appropriate member of the school's senior leadership or safeguarding team as soon as reasonably practicable.

9.91

Staff must report concerns about the inappropriate use of mobile phones, cameras or electronic devices by another member of staff, volunteer, contractor or visitor to the DSL or another appropriate senior member of staff, in accordance with the school's safeguarding and allegations procedures.

9.92

Failure to comply with this policy may result in action being taken in accordance with the school's disciplinary procedures and, where appropriate, safeguarding procedures.

9.93 Use of mobile phones and devices by parents, visitors and contractors

The school operates a mobile-phone-free environment for children and expects parents, carers, visitors and contractors to comply with the school's arrangements while on school premises.

9.94

Parents, carers, visitors and contractors must not photograph or record children on school premises without the school's prior permission and must follow any instructions provided by staff.

9.95

Photography and recording at school events may be permitted where the school has specifically authorised it. The school will communicate clear expectations to parents and carers before or during such events.

9.96

Where photography or recording is permitted at a school event, parents and carers must respect the privacy and safeguarding of all children and must not deliberately photograph or record children whose parents/carers have not given permission where the school has identified restrictions.

9.97

Parents and carers will be asked to respect the school's requirements regarding the sharing of photographs and videos taken at school events. The school will communicate any restrictions on publication or sharing, including on social media, as appropriate to the event.

9.98

Staff must report concerns about the inappropriate use of mobile phones, cameras or electronic devices by parents, carers, visitors or contractors to the DSL or another appropriate senior member of staff in accordance with the school's safeguarding procedures.

9.99 Use of school-owned devices

Where photographs or videos of children are required for legitimate educational, assessment, safeguarding or record-keeping purposes, staff must use school-owned or school-approved devices wherever practicable.

9.991

School-owned devices used to capture images or videos of children must be appropriately secured, including through passcode protection and other relevant technical and organisational security measures.

9.992

School-owned devices must only be used for legitimate school purposes and in accordance with the school's safeguarding, data protection, information security and acceptable-use procedures.

9.993

The school will minimise the number of photographs and videos taken of children and will ensure that images are only captured where there is a legitimate educational, assessment, safeguarding or other authorised purpose. Images will be stored, accessed, retained and shared securely and in accordance with data protection requirements.

9.994

Where consent is relied upon for the taking or use of photographs or videos, the school will ensure that appropriate consent is obtained and recorded. The school will also ensure that the relevant data protection requirements and lawful basis for processing are considered.

9.995

Photographs or videos must not be taken or retained on personal devices. Images must not be transferred to personal accounts, personal cloud storage or personal messaging applications.

9.996

Staff must not photograph or record injuries, bruising or other physical signs for safeguarding purposes unless specifically authorised as part of an agreed safeguarding procedure. Safeguarding concerns must instead be recorded using the school's approved safeguarding recording procedures, including body maps where appropriate.

9.997

School-owned devices must not be removed from school premises without appropriate authorisation, except where this is necessary for an approved educational visit, off-site activity or other legitimate school purpose.

9.998

Any loss, theft, unauthorised access, inappropriate image, safeguarding concern or other suspected misuse involving a school-owned device must be reported immediately to the DSL and/or the appropriate member of the school's leadership or data protection team.

9.99

The school will ensure that staff understand and follow the requirements of this policy and receive appropriate guidance regarding the safe and appropriate use of mobile phones, cameras and electronic devices.

10. Health and safety

10.1

The school takes all necessary steps to promote the health, safety and wellbeing of children in the EYFS and provides a safe environment in which children can learn, play and develop.

10.2

A suitably stocked first-aid box is located in the Medical Room and is accessible to staff when required. The school ensures that appropriate first-aid arrangements are in place for children in the EYFS, including appropriate paediatric first-aid provision in accordance with the EYFS statutory framework.

10.3

The school has procedures for administering medicines to children, as set out in the school's Supporting Children with Medical Conditions Policy.

10.4

Both prescription and non-prescription medicines may only be administered to a child where the school has obtained written permission from the child's parent and/or carer for that particular medicine. Prescription medicines must have been prescribed for the child by an appropriate healthcare professional.

10.5

The school maintains appropriate records of medicines administered to children. Parents and/or carers will be informed on the same day that medicine is administered, or as soon as reasonably practicable.

10.6

Where the administration of medication requires medical or technical knowledge, staff will receive appropriate training before administering the medication.

10.7

The class teacher or key person will inform parents and/or carers of any accident or injury involving their child on the same day, or as soon as reasonably practicable. Parents and/or carers will also be informed of any first-aid treatment provided.

10.8

Accidents, injuries and first-aid treatment will be recorded in accordance with the school's procedures. Records will be kept securely and retained in accordance with the school's information and record-keeping requirements.

10.9

The school will notify Ofsted of any serious accident, illness or injury to, or death of, a child while in the school's care, and of the action taken. Notification will be made as soon as reasonably practicable and, in any event, within 14 days of the incident. Where required, the school will also notify the relevant local safeguarding arrangements and report the incident under RIDDOR.

10.91

The school has appropriate fire safety and emergency evacuation procedures in place. Staff are familiar with the Fire Evacuation Plan and receive appropriate training.

10.92

Where food and drink are provided, they will be healthy, balanced and nutritious and will meet relevant statutory requirements and the Early Years Foundation Stage nutrition guidance.

10.93

Fresh drinking water is available and accessible to children at all times.

10.94

Before a child is admitted to the EYFS, the school obtains information about any special dietary requirements, preferences, food allergies and intolerances, and any special health requirements. This information is kept up to date and shared with staff involved in preparing and handling food.

10.95

The school works in partnership with parents and/or carers and, where appropriate, health professionals to develop and maintain allergy action plans for children with known allergies or intolerances. Staff are made aware of relevant allergies, symptoms and required treatment.

10.96

The school ensures that appropriate arrangements are in place for the safe preparation, handling and serving of food. Staff involved in preparing and handling food receive appropriate food-hygiene training.

10.97

While children are eating, there will always be a member of staff in the room who holds a valid paediatric first-aid certificate meeting the requirements of the EYFS statutory framework.

10.98

The school will notify Ofsted of food poisoning affecting two or more children where notification is required by the EYFS statutory framework and Ofsted guidance.

10.99

Smoking and vaping are not permitted on the school premises or in areas where children are present, in accordance with the school's Smoking and Vaping Policy and relevant legislation.

10.991

Further health and safety arrangements are set out in the school's Health and Safety Policy, Supporting Children with Medical Conditions Policy, Food Policy, First Aid Policy and other relevant school policies.

10.992

The school will comply with the EYFS requirements relating to banned dog breeds and will not provide registered childcare from premises where a banned dog breed is kept or present, where those requirements apply.

11. Staff taking medication or other substances

11.1

The school operates a zero-tolerance approach to the misuse of alcohol, drugs and other substances, in accordance with the school's Drug and Alcohol Policy.

11.2

Staff must not work directly with children while under the influence of alcohol, illegal drugs or any other substance that may adversely affect their ability to care for children safely. Where there are concerns that a member of staff may be impaired, appropriate action will be taken in accordance with the school's safeguarding, disciplinary and health and safety procedures.

11.3

Staff who take medication that may affect their ability to care safely for children must seek appropriate medical advice and inform the Headteacher or another appropriate senior member of staff where necessary.

11.4

All medication belonging to staff must be stored securely and inaccessible to children. Medication must not be left in areas accessible to children.

12. Staffing

12.1

The school operates robust safer recruitment procedures, as set out in the Child Protection and Safeguarding Policy, to ensure that all adults working with children in the EYFS are suitable to do so. The school operates robust safer recruitment procedures in accordance with the EYFS statutory framework, Keeping Children Safe in Education and other relevant statutory requirements. Appropriate suitability and criminal-record checks are completed before staff commence employment, and the school ensures that volunteers are subject to the checks required by the current statutory framework.

12.2

All EYFS staff receive an appropriate induction when they join the school. Induction includes information about their roles and responsibilities, safeguarding and child protection, emergency evacuation procedures, health and safety, the EYFS curriculum, relevant school policies and procedures, and the school's arrangements for supporting children's learning, development and welfare.

12.3

The school supports staff to access appropriate training, continuing professional development and professional support to maintain and develop the knowledge and skills required to meet children's needs and provide high-quality learning and care.

12.4

Staff receive regular supervision and professional support appropriate to their role. Supervision provides opportunities for staff to:

- discuss children's development, learning, wellbeing and welfare;
- raise and discuss safeguarding or child protection concerns;
- identify and address any issues affecting the quality of provision;
- reflect on their practice and identify areas for development; and
- receive coaching, guidance and support to improve their effectiveness.

12.5

The school ensures that staff working in the EYFS have the qualifications, skills, experience and training appropriate to their roles and responsibilities. Staff who are included in the statutory EYFS staff-to-child ratios meet the relevant qualification requirements set out in the current EYFS statutory framework and the Early Years Qualification Requirements and Standards.

12.6

The school ensures that appropriate leadership and management arrangements are in place for the EYFS. Where the EYFS Lead is absent, a suitably experienced and appropriately qualified member of staff will provide cover and ensure that the EYFS continues to operate safely and effectively.

12.7

At least one person who holds a current full paediatric first-aid (PFA) certificate must be on the premises and available at all times when children are present. A person holding an appropriate PFA certificate will accompany children on outings.

12.8

The school ensures that staff meet the PFA requirements applicable to their qualifications and roles. Staff who are required to hold PFA training in order to count within the statutory staff-to-child ratios will obtain the required qualification within the relevant timescale.

12.9

PFA training will be renewed every three years and will meet the criteria set out in the EYFS statutory framework. The school ensures that the paediatric first-aid requirements in the current EYFS statutory framework are met at all times when children are in the care of the school, including during outings.

12.91

The school displays or makes available to parents and/or carers a list of staff who hold a current PFA certificate. The list is kept up to date and is available in the Medical Room and through other appropriate school information channels.

12.92

Staffing arrangements meet the statutory requirements of the current EYFS statutory framework and are organised to meet the needs of all children and ensure their safety, wellbeing and effective learning and development.

12.93

The school ensures that staff who are counted within the statutory EYFS staff-to-child ratios hold the appropriate qualifications and meet any additional requirements applicable to their ratio level. The school refers to the current Early Years Qualification Requirements and Standards when determining whether a qualification meets the relevant EYFS requirements.

12.94

For children aged three and over, the school applies the statutory staff-to-child ratios and qualification requirements set out in the current EYFS statutory framework.

Where a member of staff with QTS, EYTS, EYPS or another approved Level 6 qualification is working directly with the children, the applicable 1:13 ratio may be used where all relevant EYFS requirements are met, including the requirement for an additional member of staff with a full and relevant Level 3 qualification.

Where the Level 6 requirements for the 1:13 ratio are not met, the applicable 1:8 ratio will be used, with the required Level 3 and Level 2 staffing in accordance with the EYFS statutory framework.

12.95

Staffing arrangements will take account of the individual needs of children, including children with SEND, and the school will deploy additional staff where necessary to ensure children's safety, wellbeing and effective learning and development.

12.96

Changes to the usual staffing arrangements or statutory ratios will only be made in exceptional circumstances and where the school can continue to maintain the quality of care, learning and development and the safety and security of children.

12.97

Parents and/or carers will be informed about staffing arrangements where appropriate. Where there are significant changes affecting their child's care, the school will communicate relevant information to parents and/or carers.

12.98

Each child is assigned a key person. The key person's role is to help ensure that the child's care is tailored to their individual needs, help the child become familiar with the setting, provide a settled relationship for the child and build a relationship with the child's parents and/or carers. The key person also supports families to engage with more specialist support where appropriate.

13. Information and records

13.1

The school maintains accurate and up-to-date records and obtains, records and shares relevant information with parents/carers, professionals and relevant agencies where necessary to safeguard children, support their learning and development, or meet legal requirements. Information is shared lawfully and proportionately.

Confidential information and records relating to children and staff are held securely and are only accessible to those who have a legitimate professional need or legal right to access them.

13.2

The school maintains appropriate records for each child attending the EYFS. These include, as appropriate:

- the child's full name;
- the child's date of birth;
- the name and address of every parent and/or carer known to the school;
- information about which parent and/or carer the child normally lives with;
- emergency contact details;
- the name of the child's key person;
- relevant information about the child's health, medical needs, dietary requirements, allergies and other individual needs; and

- other information necessary to ensure the child's safety, wellbeing, learning and development.

13.3

The school maintains appropriate information about the EYFS provision, including:

- the school's name, address and telephone number;
- the name, address and telephone number of anyone who will regularly have unsupervised contact with children, where applicable;
- a daily record of the names of children attending the EYFS;
- each child's hours of attendance; and
- the name of each child's key person.

13.4

The school provides parents and/or carers with accessible information about the EYFS provision, including:

- how the school delivers the EYFS and how parents and/or carers can obtain further information;
- the daily routine and activities provided in the EYFS;
- how parents and/or carers can support their child's learning and development at home;
- how the school identifies and supports children with SEND;
- details of the food and drink provided to children;
- the school's relevant EYFS policies and procedures;
- staffing arrangements within the EYFS;
- the name of their child's key person and information about the key person's role;
- how parents and/or carers can contact the school in an emergency; and
- the school's complaints procedure and information about how to raise concerns.

13.5

The school provides parents and/or carers with appropriate information about their child's learning, development and wellbeing and maintains a regular two-way flow of information with parents and/or carers.

Parents and/or carers are encouraged to share information about their child's interests, experiences, development, health and individual needs. Where requested, the school will incorporate parents' and/or carers' comments into their child's records, subject to applicable legal requirements and exemptions.

13.6

Records relating to individual children are retained for an appropriate period after the child leaves the EYFS provision, in accordance with statutory requirements and the school's records retention schedule.

13.7

The school ensures that records are readily accessible to those who have a legitimate professional need to access them and that parents and/or carers are provided with access to records relating to their child where legally required and where no relevant exemption applies.

13.8

The school will notify Ofsted and/or other relevant authorities of changes and significant events where notification is required by the EYFS statutory framework or other applicable legislation.

14. Parental involvement

14.1

The school recognises parents and/or carers as children's first and most enduring educators and values their knowledge, experience and contribution to their child's learning, development and wellbeing.

14.2

Parents and/or carers are invited to regular meetings to discuss their child's learning, development and progress. The school also encourages parents and/or carers to communicate with practitioners throughout the year and provides appropriate opportunities for informal discussion.

14.3

Where a confidential discussion is required, the school will provide an appropriate private space to enable staff and parents and/or carers to discuss matters relating to a child's learning, development, wellbeing or welfare.

14.4

Parents and/or carers will be provided with appropriate information and, where required, asked to provide consent or permission for activities such as educational visits, photography and the use of images, in accordance with the relevant school policies and legal requirements.

14.5

Parents and/or carers complete the information required as part of the child's admission and induction process. This includes relevant medical and emergency information and information about the child's interests, experiences, strengths, needs, home language and family circumstances where relevant.

14.6

The school uses information provided by parents and/or carers to develop an understanding of each child and to plan appropriate learning, care and support. Parents and/or carers are encouraged to update the school when there are significant changes to their child's circumstances, health, needs or contact information.

14.7

The school works in partnership with parents and/or carers to identify and respond to children's individual needs, including SEND, health needs, safeguarding concerns and other circumstances that may affect their learning, development or wellbeing.

14.8

The school provides parents and/or carers with information about how to raise concerns or make a complaint and ensures that complaints are handled in accordance with the school's Complaints Procedure.

15. Children's screen use

15.1 The school has regard to the Department for Education's guidance on screen use in early years settings.

15.2 Screen use is planned and managed according to children's age, stage of development, individual needs and the purpose of the activity.

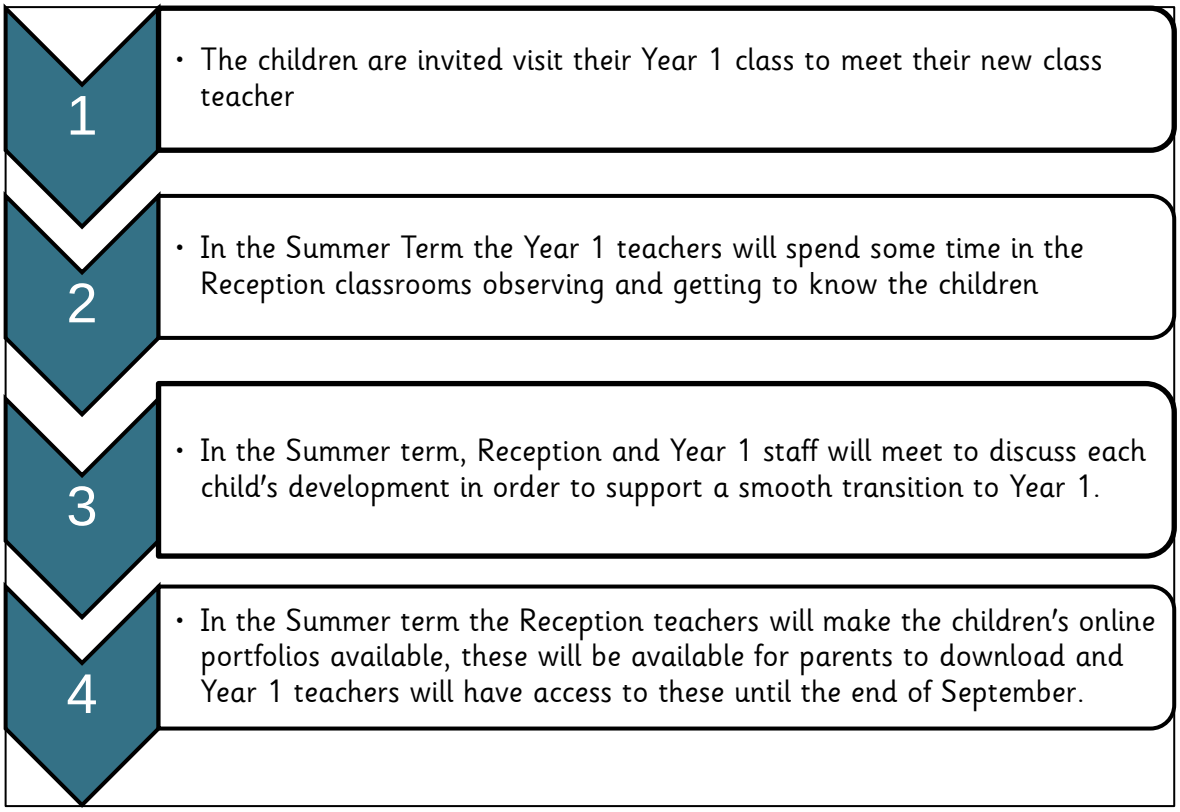
15.3 Screen use will support, rather than replace, high-quality adult-child interactions, communication, play, physical activity, practical experiences and opportunities to explore the environment.

15.4 Practitioners monitor children's use of screens and ensure that screen-based activities are appropriate, purposeful and proportionate.

15.5 The school works with parents and/or carers to promote a consistent and appropriate approach to children's screen use where relevant.

1. Transition periods

1.1. The following process is in place to ensure children's successful transition to Year 1:



2. Monitoring and review

2.1. This policy is reviewed every three years by the governing body and the headteacher.

2.2. Any changes made to this policy will be communicated to all members of staff.

2.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

2.4. The next scheduled review date for this policy is September 2027.

17. Safer Sleeping

17.1. Safe resting arrangements

- Children who are unwell and need to rest will be taken to the designated medical room.
- A suitable bed or resting area will be provided.
- The bed will have clean bedding, and bedding will be changed between children.
- Children will be made comfortable and will not be overdressed or covered with excessive bedding.
- Pillows and bedding will be appropriate for the child's age and needs.
- The room will be kept at a comfortable temperature and adequately ventilated.

- Children will not be left to sleep in an unsafe or unsuitable position or environment.
- If a child falls asleep, staff will allow them to rest while ensuring appropriate supervision.

17.2 Supervision and monitoring

- A member of staff will be responsible for supervising the child while they are resting in the medical room.
- Children must never be left unattended while resting or sleeping.
- Staff will regularly check the child's general condition, including their breathing, colour and responsiveness.
- Checks and observations will be recorded in accordance with the school's medical procedures.
- Staff will monitor the child until they are collected by an authorised parent or carer.
- If the child's condition deteriorates, staff will follow the school's emergency medical procedures.

17.3. Illness and collection

- Parents or carers will be contacted when a child becomes unwell and requires collection.
- Children who are unwell will rest in the medical room until collected.
- Staff will monitor the child and provide reassurance and comfort.
- Any medication or medical intervention will follow the school's medication policy and individual healthcare arrangements.
- Children will not be expected to return to classroom activities if they are not well enough to do so.

17.4. Staff responsibilities

All staff responsible for children resting in the medical room must:

- Follow this policy and the school's medical and first aid procedures.
- Ensure children are supervised appropriately at all times.
- Maintain appropriate confidentiality and dignity.
- Record relevant observations and any concerns.
- Report any deterioration in a child's condition immediately to the designated first aider or senior member of staff.
- Ensure the medical room and bed are clean and suitable for use.

17.5 . Emergency procedures

If a child becomes unresponsive, has difficulty breathing or shows signs of a serious medical emergency:

- Staff must call 999 immediately.
- Appropriate first aid or CPR must be administered by trained staff, as required.
- The senior leadership team and parents/carers must be informed.
- The school's emergency and incident reporting procedures must be followed.